



NANYANG JUNIOR COLLEGE

Year 2 Preliminary Examination

H2 GEOGRAPHY

9751/02

Paper 2 Data Response Questions

19 September 2017

3 hours

Additional Materials: Answer Paper
 1 Insert
 World outline map

READ THESE INSTRUCTIONS FIRST

Write your Centre number, index number and name on the work you hand in.
Write in dark blue or black pen on both sides of the paper.
You may use an HB pencil for any diagrams or graphs.
Do not use staples, paper clips, glue or correction fluid.

Candidates answer **all** questions.

The Insert contains all the Resources referred to in the questions.
You should make reference to appropriate examples studied in the field or the classroom, even where such examples are not specifically requested by the questions.
Diagrams and sketch maps should be drawn whenever they serve to illustrate an answer.
The world outline map may be annotated and handed in with relevant answers.
You are reminded of the need for good English and clear presentation in your answers.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [] at the end of each question or part question.

Section A**Theme 4 – Geographical Investigation**

1. Baltimore City is located in the State of Maryland, north of the U.S. capital Washington, D. C. As a result of deindustrialisation and the decline of the port in the 1950s, the city was on a downward trend leaving behind empty warehouses and industrial sites. Urban renewal efforts in the 1970s and 1980s brought retail projects, museums and attractions like the Aquarium to the Inner Harbour while commercial and residential developers recognised the value of other sites along Baltimore's Waterfront in the 1990s.

A group of 25 students from the State of Maryland University wanted to examine the economic and social impacts that urban reimagining (the Inner Harbour and Baltimore's Waterfront) has on the local community. The students set aside three different days during the December holidays to conduct the study via the use of a questionnaire.

Resource 1 shows photos of Baltimore's Inner Harbour before and after renewal. Resource 2 shows changes to land use and functions along Baltimore's Waterfront. Resource 3 shows the results collected from 250 respondents during the investigative study.

- (a) With reference to Resource 1, identify the features in the photographs which show attempts to reimage the Inner Harbour. [4]
- (b) Using Resource 2, suggest an appropriate hypothesis for the group's investigation. [1]
- (c) Devise a plan for the group to conduct a questionnaire to help investigate the economic and social impacts of re-imaging (the Inner Harbour and Baltimore's Waterfront) on the local community. [7]
- (d) Using information shown in Resource 3, draw a vertical bar graph to represent the responses for Question 1 and a pie-chart to represent the responses for Question 5. [4]
- (e) To what extent do Resources 1, 2 and 3 support the argument that the local community has benefited from the efforts to reimage the Inner Harbour and Baltimore's Waterfront? [9]

Section B**Theme 1: Tropical Environments****Climate change in South East Asia**

2. Resources 4 and 5 show changes in annual average temperature and annual average rainfall over parts of Asia-Pacific region respectively between 1968 and 2006. Resource 6 shows predicted percentage change in flood risk in Indonesia between 2020 and 2100.
- (a) Describe the changes in temperature and rainfall shown in Resources 4 and 5 respectively. [6]
 - (b) Explain how the changes shown in Resources 4 and 5 could affect human activities. [4]
 - (c) Suggest three reasons for the rainfall changes shown in Resource 5. [3]
 - (d) Apart from rainfall, suggest three reasons why flood risk may change in Indonesia as shown in Resource 6. [3]
 - (e) With reference to Resource 6, evaluate the extent to which prediction can help to mitigate the effects of flooding in Indonesia. [9]

Theme 2: Development, Economy and Environment**Development Gap in Asia**

3. Resource 7 shows real GDP per capita and shares of global production for selected countries. Resource 8 shows girls' school enrolment ratio in relation to boys' enrolment ratio for developed and developing regions. Resource 9 shows Asia's broadband divide.
- (a) Describe the relationship between real GDP per capita and shares of global population amongst Asian countries shown in Resource 7. [3]
 - (b) With reference to Resource 8, compare Asian countries' school enrolment ratio amongst girls and boys for tertiary education between 1999 and 2010. [4]
 - (c) Give two possible reasons why girls lagged behind boys in gaining access to higher education in Asia. [4]
 - (d) Explain the usefulness of Resources 7, 8 and 9 in highlighting the development gap in Asia. [6]
 - (e) Suggest ways in which the income gap between Bangladesh and Japan could be narrowed. [8]

Theme 3: Sustainable Development**Waste Collection and Disposal in United Kingdom**

4. Resource 10 shows the global average waste collection rates by country per income level in 2012. Resource 11 shows the rubbish collection calendar in Oldham, United Kingdom. Resource 12 shows the waste disposal methods in The United Kingdom. Resource 13 shows the distribution of municipal waste to landfill sites around London in 2010.
- (a) Describe the global pattern of waste collection rates by country per income level shown in Resource 10. [2]
- (b) Using Resources 10 and 11 and your own knowledge, explain the waste collection rate for high income countries. [5]
- (c) With reference to Resource 10, suggest reasons for the waste collection rates for the other income categories. [6]
- (d) With reference to Resource 12, explain the ecological footprint of London shown in Resource 13. [4]
- (e) Using Resources 12, 13 and your own knowledge, recommend changes to London's waste disposal methods in order to achieve sustainable development. Justify your decision. [8]